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THE BOOKLOVERS READING
CLUB HAND-BOOK TO AC-
COMPANY THE READING COURSE
ENTITLED, *CHILD STUDY FOR*
MOTHERS AND TEACHERS —————

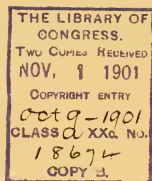


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CHILD STUDY
FOR MOTHERS AND TEACHERS

Course. *VIII*: Booklovers Reading Club

BOOKS SELECTED
FOR THIS READING COURSE
by
MARGARET E. SANGSTER



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T h e B O O K S



*THE following four books are supplied by
The Booklovers Library to Club Members
who have enrolled for Course VIII.*

I. A STUDY OF CHILD NATURE

(Elizabeth Harrison)

II. THE STUDY OF THE CHILD

(A. R. Taylor)

III. BECKONINGS FROM LITTLE HANDS

(Patterson DuBois)

IV. THE POINT OF CONTACT IN TEACHING

(Patterson DuBois)

*The course of reading as outlined in this hand-book
is based on these books. A supplementary list of books
will be found at the end —————*

Child Study for Mothers and Teachers

TALKS *and* LECTURES

by

NORA ARCHIBALD SMITH

and

EMILIE POULSSON

and

KATE GANNETT WELLS

and

CHARLOTTE PERKINS GILMAN

and

LUCY WHEELOCK

*These papers by Miss Smith, Miss Poulsson, Mrs.
Wells, Mrs. Gilman and Miss Wheelock
have been prepared especially for
readers of this course.*

EDITORIAL NOTES

by

CHARLOTTE BREWSTER JORDAN



A WORD *from* THE DIRECTOR



*I*N the construction of this course we have observed most carefully the precise purpose expressed by the title. We might have asked the occupant of a university chair of psychology to select the books for us. If we had planned a professional course we should have done so. But this is a course for mothers and teachers, and we asked Mrs. Sangster to recommend a list of books for us because we felt that she would be able to take the view point of the readers whom we had in mind.

A WORD FROM THE DIRECTOR

Child study literature has been pouring from the presses during the last decade. The school of psychologists best represented by Clark University has produced an abundant technical literature. In sharp contrast with the coldly scientific analyses of the psychologists, we have had a flood of sentimental productions which are valueless, if not positively demoralizing. But, happily, there is a rapidly growing body of literature which presents sound psychological principles in such form that they may be grasped by those who have had no technical training in psychology. From this class of books we have made our choice.

In the contributors of the papers we have a strong representation of the kindergarten element. Miss Nora Archibald Smith was a pioneer worker in the free kindergarten movement of the West and has written much on the subject. Miss Lucy Wheelock is the principal of one of the largest kindergarten training schools in the country. Miss Emilie Poulsson is the editor of the Kindergarten Review.

The other two papers of our course give us views of the subject of child study from somewhat different standpoints. Mrs. Kate Gannett Wells has long been identified with general educational administration and has devoted special attention

A WORD FROM THE DIRECTOR

to Sunday-school methods. Mrs. Charlotte Perkins Gilman has no connection with any educational system, either as teacher or administrator. She has a wide reputation as a frank and fearless critic of various social institutions, and when she expressed her theory of the proper training of the child in her recent book, Concerning Children, her views attracted much attention. Whatever she writes arouses interest and stimulates thought, and her non-professional discussion of the purpose and method of child study is a valuable supplement to the papers of those who are engaged in teaching and in the management of schools.

We present this course to the public with the assurance that it will promote intelligent observation of children and assist mothers and teachers in solving many perplexing problems of the home and the schoolroom.

Teaching is enabling another to restate the truth in terms of his own life.—Patterson Du Bois.

The Idea of the Course



URING the last twenty-five years much has been written, wise and otherwise, upon the all-important subject of child study. In the main, however, the results of such study have been highly serviceable, leading in most cases from "uncertain instinct into unhesitating insight." Careful observation and systematic experiment have rendered such convincing results that in many homes and schools there has been a complete readjustment of method.

Realizing that no substitute could ever be found for the inventiveness of mother-wit, or for the tenderness of mother-love, modern method aims to adapt rather than to displace established ideas. Its purpose is not to revolutionize but to individualize; not to judge childhood from the adult standpoint, but from that of the individual child. Judging themselves by the more recent methods of child study, parents and teachers have awakened to find that all too frequently adult egotism, not of juvenile depravity, is responsible for a wayward childhood; that children often suffer as much from unreasonable demands as from neglect; that moral delinquency in many instances is traceable to defective physique; and that the

health and strength of maturity are largely dependent upon the untrammelled expansion of childhood.

Froebel's sympathetic power of divination gave the first impetus to this study, and his child-loving constituency has carried on the good work in a humanitarian and scientific spirit, gathering wisdom which is rich in promise for the child of the future. Froebel did not expect his theories to receive general endorsement for two hundred years; yet in little more than a half-century his principles have been impressed upon a rapidly increasing number of students who are striving, in consequence, to think themselves into the mental attitude of the child.

In preparing a child study course for parents and teachers, it has been our aim to avoid the fragmentary and the hyper-ecstatic and to present, as far as possible, the most practically useful principles in popular form. The books which we furnish cover the fundamental principles and at the same time are rich in suggestion. The earnest study of this subject richly repays the effort. Through the child, the man is uplifted; through the man, the race. Who, therefore, helps a little child in its struggle toward the Infinite, by that much advances all humanity.



HINTS AND SUGGESTIONS TO THE READER

In order to get the best results from this course of Child Study, give the books a hasty, general first reading in the following order, making mental or written notes of helpful paragraphs or of points needing special, thoughtful attention.



First read *A Study of Child Nature* (from the kindergarten standpoint) by Elizabeth Harrison. The author's psychical knowledge of children's needs is here communicated in such a friendly, logical spirit, her illustrations are so practical and forcible, and her deductions are so obvious that the reader mounts two or three rounds of the ladder of child study by a mere appreciative following in the author's footsteps.

Next read *Beckonings from Little Hands*, a book originally written for private circulation, but so strongly recommended by Miss Elizabeth Harrison for use in mothers' clubs that it has become a regular publication. Since Miss Harrison introduced it to the general public it is but fitting that

this book should succeed her own in our course of reading. Its intimate personal tone will place you at once in sympathetic touch with child nature, for it reaches always beyond the intellect and touches the heart, thus supplementing, yet in a measure modifying, the ultra-scientific spirit characterizing certain phases of child study.

You are now ready for Taylor's *The Study of the Child*. This book gives rather more prominence to the teacher's share in child education than do the other books. Dr. Taylor's scientific study of the child *from the child's standpoint* clearly shows the trend of the pedagogical revolution which has been gathering force during the last thirty years. The importance of sound physical development is strongly emphasized, and the numerous practical tests scattered throughout the book contribute largely to its general helpfulness and suggestiveness. Dr. Harris' preface is a valuable contribution regarding the place of symbolism in child study.

In *The Point of Contact in Teaching*, the scientific method which has been adopted in general teaching is applied with a peculiarly original force to the long neglected subject of Sunday-school teaching. Although this book had its beginnings in the special line of Sunday-school work, its basic principle "that in the child's instruction we must begin at his point of contact with objective or ex-

A COURSE IN CHILD STUDY

ternal life *as he sees it*" is one of universal value applicable to all the relations of life.

Having gained a rough working outline of the general plan of the course, give all the books a second careful reading with special reference to the topics suggested in the topical outline.

Many general topics, such as the unappreciated struggles of childhood, the potency of the "love-force," the various ways in which well-told stories appeal through the imagination to the child's highest instincts, have been so interwoven with other subjects in the books that it has sometimes been impossible to detach and utilize them as main topics. The student will nevertheless find it interesting to trace their course and work out his own conclusions therefrom.

Parallel the illustrations given in the book with those of daily occurrence in your home or school. Consider the remedies suggested ; if they are not practicable, where lies the fault—with the general principle, with your personal viewpoint or with the former injudicious training of the child?

Since this course is simply suggestive, many special phases of this study may be successfully carried on beyond the limits of the course by means of the supplementary reading suggested in this handbook. Take, for instance, the subject of punishment. Although Miss Harrison's

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logical suggestions, supplemented by Dr. Taylor's valuable hints, cover a large part of the ground, there is still some interesting territory to traverse. The book which heads our bibliography, *Gentle Measures in the Training of the Young*, by Jacob Abbott, is a singularly helpful contribution to this difficult subject. Abundant in illustration, simple and direct in style, it makes a convincing plea for the full establishment of authority through persistently gentle measures. Many of the remedies suggested are as ingenious as they are practical. This book also contains a chapter, which will well repay careful study, upon the natural causes of restlessness and its wise treatment.

In some instances excellent authorities will be found to differ regarding the solution of certain mooted questions. Just here the individuality of the student must assert itself, and the test of what he has gleaned from the course will lie in his increased ability to adapt that knowledge to the personal peculiarities, the environment and the rate of development of the child for whom the course is studied.

Review by the test questions on pages 114 and 115. As far as possible write out the answers to these and to the sub-questions which will naturally present themselves. The effort to give verbal expression to newly acquired impressions will be found to act as a powerful fixative.

TOPICAL OUTLINE

OF THE COURSE

1. The Place to Begin. From the parent's standpoint. From the child's standpoint. The child's point of contact with physical life; with intellectual life. The child's plane of experience in general and religious teaching.

The Study of the Child. xlii-6.

The Point of Contact in Teaching. 3-45; 55-69; 123-127.

2. The Training of the Senses. The instinct of investigation. Significance of sense defect. Value of full sense development in the arts and sciences. Moral, practical and intellectual value of sense training.

The Study of the Child. 1-59.

A Study of Child Nature. 33-60.

3. The Bridge from the Physical to the Mental. How sensations come into consciousness. Consciousness and apperception. The child's adjustment to widening experience. Progress from the individual to the class, and development of the sense of relationship.

The Study of the Child. 60-68.

4. Symbolism. Educational value. Relation to imitation. Universalizing power. Symbolism makes language possible.

Preface to *The Study of the Child.* v-xiv; 76-92.

The Point of Contact in Teaching. 95-99.

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Memoranda :

5. The Training of the Muscles. The instinct of activity. The treatment of restlessness. Kinds of movement best adapted to younger children. Relation of sensory and motor nerves. Muscular control and the nervous system.

The Study of the Child. 93-105.

A Study of Child Nature. 13-32.

6. The Training of the Affections. The instinct of love, to be tested by its effect upon the will. Child service. Self sacrifice. Relation of emotional nature and physical organism. The instinct of reverence more essential in the very earliest period than dogmatic or specific teaching. Reaction of bodily attitude upon inward feeling.

A Study of Child Nature. 29; 75-89; 164-182.

The Study of the Child. 111-114.

7. The Training of the Will. The instinct of recognition. Voluntary and forced obedience. Intellectual control economizes time and energy. Reactive effect of the various kinds of control upon the character of the child.

The Study of the Child. 115-123.

A Study of Child Nature. 136-163.

8. The Training of the Reason. Instinct of continuity. The physical side of reasoning and other mental activities. The development and cultivation of judgment. The effect of logical play in the kindergarten.

A Study of Child Nature. 90-112.

The Study of the Child. 137-150.

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Memoranda :

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9. The Training of the Faith. The instinct of imitation and its reaction upon character. Beginnings of religious training. Force of example. All-importance of the unseen side of life.
A Study of Child Nature. 183-207.
The Point of Contact in Teaching. 3-18; 122-131.
10. Manners and Morals. Origin of the moral instinct. The relation of the social to the moral instinct. Distinction between politeness and mere good manners. When the moral character appears. Three elements in moral culture: right knowing, right loving and right doing. Simple rules for development of right motives.
The Study of the Child. 168-178.
11. Positive and Negative Methods of Training. Depressing influences to be avoided. Suggestive illustrations of the advantages of positive methods of training. The spirit of investigation *versus* the destructive spirit.
A Study of Child Nature. 18-31.
12. Educative Value of Play. Children should be taught how to play. Play as related to the child's social life and future occupations. Individual and general play. Toys.
The Study of the Child. 162-167.
A Study of Child Nature. 64-74.
13. Stories. Their educative value. Why they should be optimistic. Pointing the moral.
A Study of Child Nature. 149-152.
Point of Contact. 120-122.
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Memoranda :

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14. Habit-Forming and Habit-Breaking. Education and habit. Habit and character.
The Study of the Child. 153-158.
A Study of Child Nature. 17-22.
15. Right and Wrong Punishments. The child's inborn instinct of justice. Acceptance of inevitable consequences of wrong-doing. The office of punishment. Retributive rather than arbitrary punishment.
The Study of the Child. 197, 198.
A Study of Child Nature. 112-135.
16. Self-Conquest, the True Conquest. The victory of struggle. Self-government.
Beckonings from Little Hands. 19-28; 73-88. .
A Study of Child Nature. 163.
17. The Force of Sympathy. The test of the true teacher. Working upon the sympathies of the child.
The Study of the Child. 206-207.
A Study of Child Nature. 77-79.
Beckonings from Little Hands. 3-16.
18. Parent and Teacher. Synonymous use of terms. The child as the teacher's teacher. Parents' and teachers' clubs.
Point of Contact. 130, 131.
Beckonings from Little Hands. 97-98.
A Study of Child Nature. 108.
The Study of the Child. 209.
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Memoranda:

A COURSE IN CHILD STUDY

19. Normals and Abnormals. Precocious and defective children. Relation of physical and mental defectives to moral defectives. Belated development in children.

The Study of the Child. 179-194.

20. The Fatigue Point in Children. Causes and remedies. Improperly arranged school programs frequently responsible for childish exhaustion.

The Study of the Child. 199-202.

21. Stages of Growth. Unconscious and sub-conscious influences affecting the child. Transition from infancy to childhood, from childhood to youth. Corresponding changes in ideals.

The Study of the Child. 195-199.

Many think they have all the knowledge of childhood they require, from memory of their own childish years. This is wrong. Mental and moral growth necessarily involves increasing oblivion of everything of childhood save mere incidents.—G. Stanley Hall.

THE STUDY OF
CHILDREN: *Some*
Suggestions by NORA A. SMITH

"And in the interest of the children I have still another request to make—that you would record in writing the most important facts about each separate child. It seems to me most necessary for the comprehension and for the true treatment of child nature, that such observations should be made public from time to time, in order that children may become better and better understood in their manifestations, and may be more rightly treated; and that true care and observation of unsophisticated childhood may ever increase."—Frederick Froebel.

THE STUDY OF CHILDREN: *Some* *Suggestions by* NORA A. SMITH

Miss Nora Archibald Smith, a native of Philadelphia, early removed to California where she was graduated from the Santa Barbara College, afterwards taking various degrees for kindergarten training. For a few years she traveled in Mexico and Arizona, and her experiences at that time are reflected in *Under the Cactus Flag*, one of her recent stories. Her educational work went hand-in-hand with that of her only sister, Kate Douglas Wiggin, who organized the first free kindergartens for poor children on the Pacific coast. This line of philanthropic effort Miss Smith continued for some years as superintendent of the Silver Street kindergartens in San Francisco, finding time also for literary effort in the same direction. Her studies and stories comprise: *The Children of the Future*, *The Kindergarten in a Nut Shell* and *The Message of Froebel*. In collaboration with Mrs. Wiggin she has written *The Story Hour*, *The Republic of Childhood*, in three volumes; *Children's Rights* and several other kindergarten works. Miss Smith now resides in Maine and contributes frequently to periodicals.

On the thirtieth of January, 1841, Froebel wrote the letter from which is taken the extract printed on the opposite page; and his scheme of infant education as developed in the kindergarten is evidence of his own preëminent care and observation of unsophisticated childhood. On the twenty-first day of April, 1901, it may safely be

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said that at least one group of babies in every town of this country, from Maine to California, celebrated the birthday of the "discoverer of childhood," for this opening year of the twentieth century sees two hundred thousand children attending kindergartens in the United States of America alone.

There is now not a country on the globe and there are very few islands of the sea where the kindergarten is not known; and that a system of infant education based upon the study of children should have traveled so rapidly around the world in the fifty years since the death of its founder is proof sufficient of how true was the insight that developed it.

Although Froebel is frequently called the father of child study and although his writings are conceded to be among the most valuable of its documents, yet his work so far antedates others in the same field that the new science was not even named or considered as a special branch of investigation in his day. The work of Prof. Wilhelm Preyer in Germany gave the special impetus to the modern movement in this line and the publication of his wonderful book, *The Mind of the Child* (1881), may be said to have marked the first milestone in its progress. Scientific observations of children began in this country in 1880, and so much is it the instinct of our people, as has been said, "to take a fresh and independent

A COURSE IN CHILD STUDY

look at primal facts of human nature and at growth itself" that we may safely say that more has already been accomplished here than in any other land.

Courses in child study are now given either in the regular work or in the summer sessions of most American colleges and universities. Specialists are preparing themselves in this country and in Europe, hoping to become professors of paidology, another name for the new science. The program of no educational meeting is complete without a paper or a series of papers on the subject; one magazine is wholly devoted to its interests, special departments being conducted in other periodicals; and the number of books dealing with the recently discovered branch of knowledge is already very considerable.

And what does this mean,—this widespread interest in the study of the little people, this outpouring of literature on the subject, this eager desire to observe and record every manifestation of child nature, no matter how minute or apparently unimportant? It means, in the first place, that thoughtful people have come to the conclusion that the modes of training and preparing for life, the methods of education which are in ordinary use in this and other countries, are lacking in some vital points; that the failures which they make are frequently due to inherent defects in the systems; that these systems are not based

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upon a sufficiently intimate knowledge of child nature, and that of all living beings the child is least known and has been least studied.

To realize that a thing is imperfect is the preliminary step toward making it right; and as this is the children's century and America preëminently the children's country, we can scarcely be surprised that so encouraging a beginning has now been made in the task of redressing the wrongs of our coming men and women.

It is customary to speak of paidology, "the great sociological and humanitarian study," as Dr. Stanley Hall calls it, as a new science. This paper, indeed, has so alluded to it, but this after all is a mistake, for Adam and Eve must have taken it up, or at least sketched a preface for it, when they began the education of little Cain and Abel. That the methods of training which they based upon their observations did not succeed with all their offspring is true enough, but the same thing might be said of many modern parents with far greater advantages than those of the Edenites. Even ignorant, inexperienced Eve, all unversed as she was in the mysterious ways of children, must often have remarked the striking dissimilarity in the temper and characteristics of her first two sons, and Adam must have had frequent cause to be grateful that, in his case at least, the sorely tried mother could not bewail, in time of nursery outbreak, the unfortunate dis-

position which her poor little Cain inherited from his father's people.

In just as different guise as Cain and Abel appeared to their astonished parents when the world was young do modern children reveal themselves today, and the problems of training in family and school resolve themselves into: first, an earnest effort to become acquainted with the personality of the young human being; and second, to draw forth all its powers and by wise guidance to fit it for life. Every parent, every teacher, is to some degree a paidologist, but the work of both classes of persons up to late years has been more or less empirical. Both the intelligent mother and the enthusiastic teacher, thoroughly devoted to their respective charges, have in all times had a pretty thorough knowledge of them, but the knowledge was fragmentary; it came in bits, as it were, and could seldom be massed or viewed as a whole. It was unconscious knowledge in a way, and as such was hardly in a state to be acted upon—a knowledge of facts, not reasons; of results, not causes. The purpose of the present movement is an intelligent effort on the part of persons entrusted with the responsibility of children to gain a thorough systematic knowledge of them from the beginning of their days, and so to record the observations made that they may form a guide for the training and education not only of the particular child in

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question, but for other little ones whom no one has time or interest to study. To prove that this is possible, one of the most noted American observers of children, Milicent Washburn Shinn, has lately said that in many things all babies are alike, since babyhood is mainly taken up with the development of the large, general social powers, individual differences being less important than in later childhood.

Thus if, as Froebel advised, the most important items about each separate child are recorded *in writing* and *made public from time to time*, a foundation is laid for that body of carefully observed facts which Dr. Joseph Le Conte declares to be of transcendent importance for the new science. Many mothers already keep note-books in regard to their children and many have done so in the past; but as the work has commonly been felt to be of personal interest, rather than of possible scientific value, the observations were seldom made regularly or recorded systematically, and unless system and order are present, no observations can be relied upon in any line of research.

Professor Sully doubts whether the mother's mind can be severe enough in its insistence on plain ungarnished fact, or sufficiently trained in minute and accurate observation and in sober, methodical interpretation for such a task. "The very excellences of maternity," he says, "seem,

in a measure, to be an obstacle to a rigorous scientific scrutiny of babyhood." But the contributions of women to the new science will generally have nothing to do with "interpretation"; it will rather be the careful, painstaking amassing of facts in regard to the child's growth and physical, mental and moral development. Cannot an intelligent woman be trusted to note such facts as well as the advent of a new planet when it swims into our ken, or the careful scrutiny of the characteristics which determine a new species of plants? And women have become eminent astronomers and botanists ere now. "Love the child," say the greatest observers, "and he will reveal himself to you," and if success depends chiefly upon love, the other gifts will be added unto it.

"And what shall we observe?" say the women who are interested in the subject and whose greatest delight in life is to watch the development of their children. In the first place, in order to gain an idea of the charms of the work and of the fascinating way in which it may be treated, it would be well to read Miss Shinn's *Biography of a Baby*, which records her observations on her niece during the first year of the baby's life.

Beginning by noting the first infantile movements, such as stretching, yawning, swallowing, crying, etc., which merely belong to the class called reflex, and mostly come ready-made at the

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baby's birth, the first definitely conscious impressions are observed when hearing becomes a realized fact and the child's world of vision emerges from confused "patches of light and dark with bits of glitter and motion" to the actual seeing of things about it. The development of taste and touch is minutely noted, likewise the development of mental qualities, such as memory, dawning affection, curiosity, voluntary locomotion and self-consciousness.

Attaining the age of nine months, the baby has likes and dislikes; she begins to enjoy life and take keen interest in all about her; outdoors her happiness is even greater than the month before, and her cries of rapture, as she looks up, down and around, and realizes her own activity in the midst of all the waving and shiny and blooming things, are remarkable, uttered as they are from the very deeps of her little soul, with that impassioned straining of the central muscles by which a baby throws such abandon of longing or ecstasy into its voice.

During the next three months great progress is noted in the practicing of the powers the infant has just acquired, and so the story of the swift, beautiful year is ended, and one wee soft, helpless baby has become this darling thing beginning to toddle, beginning to talk, full of a wide-awake intelligence and rejoicing in her mind and body.

The observations, as will be seen, cover the development of sensation and consciousness, of emotion and intelligence, of sight and hearing and speech, of voluntary motion and much besides ; but few women are sufficiently trained in psychology to make such extensive inquiries.

Although we may take this delightful book as an ideal, both in scientific scope and literary treatment, of what a baby biography may be, most of us will have to content ourselves with a less ambitious series of notes, and for this purpose an invaluable guide is Mrs. Adler's *Hints for the Scientific Observation and Study of Children*, which contains a detailed plan for the keeping of a journal and suggestions as to the first points to observe, as the development of senses, will, mind, language, judgment, reasoning, etc. Mrs. Hall's *The First Five Hundred Days of a Child's Life* is also an admirable guide for those who do not wish to be too technical, and so are Mrs. Jackman's *Outlines for Child Study*.

The possible value to science of a great mass of careful observations of children is evident enough when we consider that very little is known, for instance, concerning the unfolding of the child's faculties, while only a few exact notes are on record of the development of language, and still less material is at hand concerning the growth of the moral perceptions, of conscience and the feelings, and of the sense of personality. If the

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mother can trust herself to be careful, systematic, impartial and absolutely veracious she can collect material which will be of great value to the scientist, but even if it never reach the eye of this great personage, or be a twice-told tale when it does reach him, the labor meantime will have been of inestimable value to herself. It will have given her an understanding of the inner life of her child, a knowledge of his temperament and peculiar characteristics, an insight into his possibilities for good and evil, which many mothers fail to gain in the course of their whole experience; for it is a mistake to suppose that we always understand by intuition even those who are of our own flesh and blood. More than this, she will have developed herself mentally and morally in making these long-continued observations and will have become by so much the better guide for her child in all methods of training and education. Nor can her influence end here, for what she knows of one small human creature she can apply, if such work comes within her sphere of influence, to the deserted little ones, the foundlings and orphans, the defective and abnormal children with whom the institutions of the State are crowded.

From the objections to child study which are sometimes advanced one would suppose that it was necessary to impale a child on a pin like a butterfly, in order to observe him properly, or to

fumble about his works with a sharp instrument, as a watchmaker does with a timepiece that is out of order. No view of the matter could be more mistaken, for the moment the subject becomes conscious that he is being observed that moment the observations become valueless. He must be absolutely free and unconstrained, his actions and the movements of his mind spontaneous, else the notes we make of his behavior will be useless. If he has even the glimmering of an idea that he is being watched he naturally becomes either shy and secretive, or boastful, self-assertive and anxious to impress us with his knowledge and accomplishments. This is true of the older child, conscious of his own personality, not of the infant, of course; but in either case all that is required is a more or less steady oversight during certain periods of the day and the direction of attention along certain lines. A child—any child—is so interesting a creature in himself that he is commonly the centre of attraction wherever he may be; and we shall do him far less harm by watching what he does of his own volition than by teaching him tricks which he may show off, on occasion, like a performing poodle. The mother who invites a playfellow to spend an hour with her boy and then sits quietly at the window, attentive to all that goes on, yet apparently absorbed in her work, may thus gain an insight into his temper, a glimpse of his dominant

characteristics and of the faults that are likely to beset him, which will illumine, as by a flashlight, that vague sketch of his personality which has hitherto hung but half-seen on the walls of her mind. A record of many such hours spent in oversight of work and play will reveal to the parents the character in embryo as it really is, and will suggest with some degree of certainty the pruning which will be necessary here, the cultivation there, and perhaps even the line of life for which the child will be best fitted in the future.

Leaving generalities and turning to particulars, there are many observations upon the little one's physical condition which the parent may make with great advantage. As there is a certain weight and height, a girth of chest, hips and thigh, a breadth of shoulders, etc., which belong by right to every child of a given age and nationality, so any great deviation from this standard may be noted by measurement and the cause for the defect ascertained and removed if possible. The sight and hearing are also to be tested with regularity, for often these are, or become, seriously impaired while the parent is in complete ignorance of the fact. Tragic results may follow upon this ignorance. Witness a child of whom the writer knew who was long punished for wilful disobedience, finally pronounced feeble-minded and placed in a retreat, only to have it discovered just before his death that his sight and hearing

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were so defective that he had never in all his brief and wretched life seen any object in the world as it really is, or clearly heard any command or suggestion given to him. His brain was found to be quite normal, and a surgical operation would have removed all his defects had his parents ever taken the trouble to find them out.

Special care must of course be given to the child at the period when his growth is most rapid and when he is most vulnerable to disease, and here repeated and careful observations as to sleep and appetite are necessary. "The modern child," as a wise mother lately said, "growing up amid the excitements of city life, needs to have extraordinary intelligence and care manifested in his management if he is to possess that physical balance and nervous poise essential to normal intellectual development. Common sense—uneducated common sense—is not infallibly quick to interpret the signs of brain fag and nerve strain displayed in a child's postures and expressions. Therefore the careful mother will study her children, watching for the bewildered frown, the nervous twitch of the face muscles, the peevishness which should warn her that life is getting to be too much for them. Nor will a careful mother fail to appreciate the strain upon the body involved in the change from home life to school life. She will realize that more nourishing diet,

longer periods of rest and exercise, will be needed to make up for the fresh demand upon nervous energy."

Constant oversight, too, is requisite lest the child be forced by school competition or his parents' exactions to attempt more than he is really able to perform. It must be recognized that fatigue varies with the condition of the mind and body. Thus one tires sooner when the work is distasteful or when the organs are unhealthy or when the body is poorly nourished; also, the body is wearied more quickly when the mind is tired and the mind more quickly when the body is fatigued. The child tires more easily at some seasons than at others. The condition of the atmosphere, the weather and the time of day—all these affect the normal power of endurance. Also, the rapidly growing human creature fatigues readily. What is learned is soon lost when a child is in this condition, the mind's forces being easily dissipated under such circumstances. The work done today is done on to morrow's credit and the system is wholly at a loss to protect itself against disease and accident. Continual overpressure in childhood undoubtedly means weakened possibilities in adult life.

The working of "sums," when long continued and a source of anxiety to the pupil whose promotion is perhaps in question, has often brought on chorea, and worry over "practicing" and the

gentle art of music in general has been known to produce the same effect. It is clear enough that no parent would see a nervous disease fasten upon his child if he could avert it, and yet in many cases he fails to do so because for one reason or another he has never observed him sufficiently to know his real condition. Do you remember the unfortunate little radish, on Charles Kingsley's *Isle of the Tomtoddies*, whose parents constantly beat it for sullenness and obstinacy and wilful stupidity, and never knew that the reason why it could not learn or hardly even speak was that there was a great worm inside it eating out all its brains?

If observing the child and recording the observations are begun as soon after birth as possible, the parent will have much of value to communicate to the teacher when school life begins. In a certain school in Illinois a few years ago, a regular course in child study was instituted through the medium of the family. The parents were asked in detail by the teachers when the little ones were brought to them about the general physical condition of the children, when they began to walk and to talk, what illnesses they had undergone, to what weaknesses or physical defects they were subject, whether they slept and ate well, took outdoor exercise, etc. As to their general knowledge and mental tendencies, it was inquired whether they had

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traveled at all, whether they were inquisitive, whether they were familiar with any language besides English, whether they had memorized any songs or poems, what were their dispositions and affections, their favorite games and stories, their interest in animals, their environment and experiences, their ability to get on with their playmates, etc., etc.

The taxpayer who prides himself upon his hard common sense will undoubtedly object, as he reads the foregoing paragraphs, that such an examination into each child's physical, mental and moral condition would consume the entire first week of the school session. Very possibly it would, it may be answered, but the question to be considered is rather how many weeks it would save in the end. The teacher who knows nothing about the pupil entrusted to her care save his name and age is like a traveler set down in an unknown country without map, guide or compass and condemned to stumble along, forever returning upon his own steps until by chance he hits upon a main-traveled road, and journeys somewhere, if not indeed to the wished-for goal. All would applaud the traveler's wisdom if he exhausted every effort to find a guide before conducting himself through unknown regions, and the teacher's case is precisely similar. The Illinois teachers to whom reference has been made found the efficiency of their work greatly increased

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by their knowledge of their pupils, and the parents, discovering in many cases that they were unable to give satisfactory answers to the questions asked of them, were incited to fresh observation of their offspring. The following blank was finally filled out by the teacher in regard to each pupil, and one may see that, though the notes may not be absolutely correct in regard to each separate point, yet the whole supplies a fair working knowledge of the case in question.

Date.	Name.	Age.
PHYSICAL NOTES.		
Height	Weight	
Right or left handed		
Chest measure {	Lungs full	
	Lungs empty	
Eyes {	Color	
	Visual distance {	
	Right	
	Left	
Hair {	Color	
	Texture	
Indications of tubercular affections		
Habit of sitting		
“ “ standing		
Deformities		
Peculiar habits		

MENTAL NOTES.

Power of attention	
“ “ observation	
“ “ memory	
“ “ imagination	
“ “ reason	
“ “ judgment	
“ “ volition	
	{ Self-control
	{ Perseverance

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Power of oral expression
 Courage, expressed how
 Pride
 Temper
 Temperament in general
 Affections { Egoistic
 Altruistic
 Originality in thought
 Rapidity of thought
 Carefulness
 Motive in school work
 Purity of mind

(Place other remarks on back of this card.)

. Teacher.

As we study the growing human being more carefully and know him better in home and school we shall treat him with more thorough justice, and there is no question that a want of justice is something of which he may frequently complain. As a school superintendent said the other day, it is often as cruel to correct a child for laziness or sullenness as to reprimand a patient for being ill. The whole matter of punishment needs special observation and attention. We punish a child for lying when, as Sully says, he is only making his first poetry ; we punish him for disobedience when he cannot distinctly hear our commands, and for carelessness in stumbling over objects and letting them drop when he can see nothing clearly. He falls under the ban for running away from home and yet there is nothing there to interest him, and for playing with children whose society is for-

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bidden, when he is given no pet and has not one live thing to keep him company. When he fails in his lessons he is frequently set longer tasks and kept from play to study; although his poor brains, like those of another Tomtoddy vegetable, are already turning to water under the strain; and as he grows older he is continually being fitted into round holes by people who have never taken note of his lines and angles.

Truly the ways of these "little candidates for immortality," as Oliver Wendell Holmes loved to call them, are not always ways of pleasantness nor their paths, paths of peace; nor can they be so until a clearer vision of the real nature of the child has disclosed to us his true needs and possibilities.

The physical, intellectual and spiritual powers of the human being are so closely interwoven, acting and re-acting upon each other continually, that we cannot guide the child's development rationally without knowing something of his individual endowment in all three directions. This knowledge is only to be gained by intelligent observation, reflection and study.

A handwritten signature in cursive script, reading "Nora Smith". The signature is written in dark ink and is positioned above a horizontal line.

Children should have their times of being off duty, like soldiers, and when once the habit of obedience if required is certain, the little creature should be very early put for periods of practice in complete command of itself, set on the bare-backed horse of its own will and left to break it by its own strength.—John Ruskin.

Methods *and* Means *of*
Studying Children: *A*
Talk by LUCY WHEELOCK

Methods *and* Means of Studying Children: *A* *Talk* by LUCY WHEELOCK

Miss Lucy Wheelock is known to the world of letters through her stories and poems for children which have appeared from time to time in the magazines, and through *Red Letter Stories* and *Swiss Stories for Children and Those Who Love Children* (1885-87), translated from the German of Johanna Spyri. She has, by lectures in the larger cities of the United States and her connection with summer schools, devoted many years to childhood and its needs and interests. Miss Wheelock was for three years president of the International Kindergarten Union, and has been since 1889 at the head of a large kindergarten training school in Boston, which sends its graduates to all parts of America.

“**K**ommt lasst uns unsern Kindern leben,” was the motto of Froebel, the great prophet of the modern child study movement. His method of making acquaintance with the life of childhood was neither by the keeping of a life book nor an album nor yet by the compilation of records of observation of particular activities and tendencies in children. His was the more intimate method of companionship.

“A foolish old man” he was denominated by the practical people of the village, as they saw him walking through the streets followed by a

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troop of children, clinging to him wherever a tiny hand could get hold. Utter foolishness to them were the plays organized and directed by the friendly old man when he had conducted his flock to the green slope of a protecting hill. With the affection of a father bestowed upon the children of others and with the almost motherly intuition of a heart loving childhood for its own sake, added to the insight of a philosopher, the great German teacher proclaimed his gospel of salvation for humanity through right means of child nurture and the elevation of the ideal of family life.

His mission was to give to mothers and teachers practical guidance in ways and means of employing and directing to their proper ends the activities of children. His secret, he said, was caught from mothers and is to be learned by the divining heart. His method was to live with the children whom he would know, joining as a friendly companion in the sports and plays which are the true revealers of child life.

"The thoughtful mother," whom he presents in his book of *Mother Play*, is first pictured sitting by the bank of a stream, observing her children at play. One is an active boy watching the water wheel he has placed in the brook. Another is a thoughtful lad peering into the clear depths of water and wondering over what he sees. A third, a practical lassie, is wading into the water eager to stir up something. Last is a shrinking

child clinging close to mother. Diverse in temperament, differing widely in tendencies, how are they to be guided and trained so as to reveal the best in each? This is the problem set by Froebel for mothers and teachers. The book itself is a practical answer to the question.

Froebel's mother takes care of her own children. She shares in the joy of their first discovery of the kinship of "friends in feathers and fur." With them she visits garden and stream to watch the green, growing things, and to enjoy the darting, shimmering play of the fish, and to make friends with chickens and pigeons. She does not disturb with paltry explanations the childish wonder over the silvery moon, sailing on high, and the stars which light the dark, for out of this wonder reverence is born. She may not always accompany her children on their excursions; but she is ready to weave together the incidents of the day into the bed-time story and thereby stamp impressions and give continuity to experience. She sings the song or suggests the play to fit the occasion and strengthen the lesson it teaches. She opens the gates into the mysterious post-roads over which the rolling wagons seem to go out to the end of the world, and rejoices in the flight of the bird into the infinite. She paints the human world as one of blessing and goodness where everyone may play a happy part. The carpenter builds the friendly house that shelters

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you and me ; the farmer gives us daily bread ; the coal-man on his cart may have black hands but his heart is kind and his work noble because necessary.

“ For where should we get a knife, spoon or fork,
If the honest coal-digger were not at his work ? ”

It is her privilege to foster the spirit of true worship, as did the mother of Carlyle, by setting up in that holy of holies—a child’s heart—the altar of loving trust and reverence. Her little ones see the loftiest whom they know on earth bowed down before the loftier in Heaven, and for them the busy day closes in peace. This is Froebel’s picture of a mother living *with* her children.

“ I live *for* my children,” says the anxious hard-working mother, busy with elaborate gowns and coats, suitable for the season, and no worse than her neighbor’s. She has little time to make herself the friend and *confidante* of her boys and girls, and later, with a constant heartache, knows that she has lost them. “ It is all *for* my children ” is the excuse of the father, too much occupied with business to make even the acquaintance of his family. One could almost envy Harry Richmond the possession of a father, impossible, to be sure, in worldly ways, but able to make himself into a menagerie of noble and spirited animals, and to so vivify the history of kings and

queens as to make them inspiring friends, and to introduce the wild, courageous Will Shakespeare as a boon companion—not an altogether admirable parent; but who would not choose such a father rather than a Feveril with a system warranted perfect in itself; but not warranted to fit?

There are children in the world whom we seek to know *en masse*. There is *the* child, that abstract nonentity to whom all ready-made systems owe their origin. Then there is *a* child, shy, variable, incomprehensible, eluding all our systems, our notebook and our records. Who is wise enough to know this “wild child-heart,” to lure it from the dark of its own individual consciousness? Without *knowledge* who is able to guide it into fulness of life?

There was a mother of old, who watched her boy as he grew daily in wisdom and stature and favor with God and man. As she watched him, she kept all these things and pondered them in her heart. Her child's life book was in her heart. Her record was kept there and she pondered it. This is the only secret of child study for parent and teacher—to keep in the heart all the sayings and doings of a child one loves. “Warm it by your own heart” is Froebel's advice to those who would use his book of child and mother lore. But this is not all.

Community of interest must always lead to coöperation. One may understand one's own

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child better by knowing how another has been trained. A true mother sees her own child in every child. "To communicate, forget not" is a good scriptural injunction. The woman's club has been an important influence in widening the interests and enlarging the life of woman; but more important than the literary club or the travelers' circle or the science class is the mothers' round table or, better still, the parents' association, where the problems of child nurture are earnestly discussed. Such associations should constitute a part of the social life of every community, and should make available to all the constantly increasing literature of child study. Mr. Will Monroe has compiled a bibliography of the subject, showing already a long list of books, pamphlets and periodicals. The list may be indefinitely extended by the books, good for us all, which give true pictures of child life and so help revive childish memories and make one a child again, even for one night.

"He is best able to guide childhood who can most easily follow back the thread of life to childhood," says Froebel. To remember what made us laugh and what made us cry, to recall the message whispered long ago by birds and flowers, to feel again the thrill of the half-sad ecstasy of the sighing wind among the trees, or the joy of dancing rain drops on the sidewalk is to enter on the borders of the land of childhood. There

are a few fathers and mothers and rare grandfathers who like Gladstone are able to retain the love of sports and the feeling of play which make a happy companion anywhere.

To those hardened by the cares of the world and the deceitfulness of riches, no better boon can be given than the child whose demand for love and sympathy is like the warming sun of spring to the ice-bound earth. It is well for a busy man or woman to read occasionally such books as *Silas Marner*, Mrs. Burnett's *One I Knew the Best of All*, or Pierre Loti's *Romance of a Child*, of which an English translation has recently appeared. Such reading will change the weights of the balance for a little while and sometimes readjust one's view of the world.

A teacher who is only a part of a system bound to the uniform standard of promotion by which all pupils alike must be measured, whether quick or dull of wit, weak or robust in body, needs especially the baptism of spirit that comes from forgetting that the children are her pupils and trying to know them as living things. She needs to live with children by playing their games and thinking their thoughts. She needs to get the poet's view of childhood that holds the ideal above the drudgery of the real.

No doubt she should be more scientific. Let her learn what experts are doing in psychological laboratories, if she is able. Let her study

to know the physical defects and mental limitations of her pupils. Let her be quick to detect signs of fatigue and to avoid the cause. Let her provide for bodily comfort, as far as she is responsible, by attention to seating and matters of hygiene. Let her watch for nascent periods of development of function that she may always know what to do and when to do it. Let her—oh, wonderful woman—be as wise as Minerva and far wiser; but let her not neglect the weightier matters of the law which commands love as its own fulfilling.

For both mothers and teachers the question of moral and religious training is an all important one. In the Puritan household, children were taught morals and religion by the Westminster Catechism, Scripture texts, and Sunday school lessons. *Poor Richard's Almanac* was as good as any other textbook of morals. A few excellent proverbs were current, such as "Example is better than precept," and "As the twig is bent the tree is inclined," but it is reserved for the modern study of imitation, suggestion and habit to estimate the force of unconscious influence in building character and awakening ideals. Here again we are indebted to the psychologists, notably Professors Royce, Baldwin and James, for blazing out a path along which the ordinary wayfarer may travel.

"My mother says so," is usually a child's con-

clusive argument, but after all what really determines a child's view of any situation is what he divines mother to be in spite of what she says. The family standards of life will ordinarily fall as a heritage to the children. These are learned, not by the precepts or texts taught, but by the ordinary conversation heard by wide-awake listeners and the business transactions witnessed by eyes eager to learn what the world is like.

A timely utterance is that of Mr. Henderson in the *Kindergarten Review* for June, 1901, on *Juvenile Traders*. In this article Mr. Henderson speaks strongly of the trade spirit which is fostered in children, teaching the child to make his own way in the world, saturating him with the spirit of commercialism.

One of the most interesting monographs of the child study literature is *The Study of the Religious Life of California Children*, by Earl Barnes. This gives the account of a somewhat extended examination of school children in California to ascertain their religious concepts and beliefs. It suggests the ineffectiveness of current methods to convey appropriate religious ideas and the great gap between instruction and religion.

One of the most sympathetic observations of the unfolding of the spiritual is found in Miss Peabody's *Lectures to Kindergartners*, a record of the child entrusted to her care to receive his first ideas of religion. "What a child cannot under-

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stand of religion," says Ruskin, "no man need try to," and yet unseeing souls would force open the beautiful gate of the temple not knowing that it is always open to children. By wise guidance the implicit faith of childhood may be transformed gradually into genuine religious feeling.

A certain delightful German book is dedicated "to children and those who love them." Very few people would choose to be left out of the latter class ; but it would be greatly decreased if limited to those who love wisely. To know what to do is little easier than to do, but the means of knowledge are increasing every day with the growing literature on the subject of child culture and the ever widening interest it creates. The child's world is not a little one, but a wide, goodly land. Happy are those able to enter in !

Lucy Muelock.

Handicapped Child-
hood: *A Ten-Minute Talk*
BY EMILIE POULSSON

The true mother is a teacher whether she is conscious of it or not, and the true teacher uses the innate mother element ; that which broods over the child and warms it into life, as much as she does her acquired knowledge.—Elizabeth Harrison.

Handicapped Childhood: *A Ten-Minute Talk*

BY EMILIE POULSSON

Miss Emilie Poulsson has, since her graduation in 1881 from the Misses Garland and Weston's Kindergarten Normal School in Boston, centred all her interests in the instruction and amusement of children. When quite a young woman, Miss Poulsson taught for three years in the South Boston School for the Blind, resuming afterwards the private teaching which had been interrupted by a serious increase of the affection of the eyes to which she has always been subject. Of late years she has been writing assiduously in prose and verse. *Nursery Finger Plays* was published in 1889. Since then she has published *In the Child's World, Through the Farmyard Gate, Child Stories and Rhymes, Love and Law in Child Training* and *Holiday Songs*. Miss Poulsson is now joint editor of the *Kindergarten Review*.

When there are so many beautiful, bright subjects which we might consider, the choice of so pitiful a theme as handicapped childhood needs, perhaps, a word of apology. The excuse for my choice is the only sufficient one that can ever be urged for dwelling upon the ills of life—the hope of remedying ills that exist and the hope of preventing further ills of the same sort. Ruskin says: “Men’s proper business in this world falls mainly into three divisions: First,

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to know themselves and the existing state of things they have to do with; second, to be happy in themselves and the existing state of things; third, to mend themselves and the existing state of things as far as either are marred or mendable." "These," says Ruskin, "are the three plain divisions of proper human business on this earth."

The most heedless person, the most insensible on-looker recognizes the grievous hindrance encumbering the deformed or crippled child, the blind child, the deaf child, and the child with impaired brain. The world has gained in merciful care for these piteous little people. Society and state recognize a duty toward them, and we acquiesce approvingly. But society and state are large bodies and move slowly and clumsily. They need individuals to be to them as the swift foot and ready hand for the execution of their beneficent purposes; they need individuals to connect the needy child with the ministering agency. Some of us perceive our duty in respect to this, but do we all? Have we tried, for instance, to find out whether there are any such handicapped children belonging to the families of our neighborhood? And have we made every effort to have these little unfortunates placed where they can receive fitting help?

Many times, medical or surgical aid is the first necessity; but if the sad certainty is discovered

that the handicap is unremovable by such aid, then every endeavor should be made to place the child in the way of receiving the aid that will enable him to transcend the handicap as far as is possible for him while in the body. And how blessedly far this is possible! How many a soul grows erect and full-statured despite the small, misshapen body in which it dwells!

In a certain city there went up and down the streets a bent, humpbacked, weak little man; but he was a beloved physician of extraordinary skill in his specialty, which was the treatment of deformity. I never heard anything about his early days and training, but certainly to see him and to know his work was to read a story of victory in a life race, a victory the grander because of the handicaps which had been overcome.

"It aint so bad bein' blind," said Irish Mary, after a few weeks at a school for the blind; "it aint so bad bein' blind when yez can *do* things. Me aunt was always a-sayin', 'You can't do anything! You can't peel the praties, or turn a hand to the dishes or the scrubbin'!' And now, whin I go back, won't I show her just!"

All this was in a burst of confidence to the amanuensis when Mary was dictating her first letter home. Mary is now an energetic, intelligent, self-supporting woman, useful and respected; and her face and bearing declare unmistakably that she lives in the light of the truth which she

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discovered at the school—"It aint so bad bein' blind, when yez can do things." She is still handicapped, certainly, but how lightly in comparison with what she would have been had she not been placed under proper care when she was a child.

The wonderful stories of Helen Keller, Edith Thomas, Willie Elizabeth Robin and Tommy Stringer are well known. Blind, deaf, and also dumb when little children, they are now to a great extent relieved of the third handicap, since they can communicate not only by talking with their fingers but by articulate speech. The deafness and blindness are immeasurably lessened as handicaps by the miracle-working power of wise help and education. All of these three girls and Tommy spend lives of delight, activity and aspiration. The handicaps are not removed—alas, no!—but what is the weight of the handicaps now compared with what it was?

In reply to a question as to whether she had made any special resolution for the guidance of her life, Helen Keller answered as follows:—

"I have, like other people, I suppose, made many resolutions that I have broken or only half kept ; but the one which I send you, and which was in my mind long before it took the form of a resolution, is the keynote of my life. It is this—always to regard as mere impertinences of fate the handicaps which were placed upon my life

almost at the beginning. I resolved that they should not crush or dwarf my soul, but rather be made to 'blossom, like Aaron's rod, with flowers.'"

"If *I* am crooked, my verses need not be," said a deformed poet (Pope). Think what it must be to be awakened by wise teaching and training to the realization of the truth suggested in that saying! Spirit and deed can be strong, upright, beautiful in spite of the body's defects. What joy and what incentive in this revelation! But many a deformed child, many a crippled child, is languishing in hopelessness because no one bears this message to him. Yet any one of us might bear the glad tidings. Our share in bearing the message may be to inform ourselves as to what schools or institutions or other agencies are available for children handicapped in these physical ways, and then to convince the parents as to the benefit of the special place for the special child.

The particularly tender love of parents toward their afflicted children makes even the suggestion of separation, of sending the child away from home, very painful to them. Gently, tactfully, patiently must we work with these parents, not expecting them to be convinced immediately by our arguments, and placing the matter before them again and again, without accepting denial as the final answer. We must honor the tender, protecting love which makes the parents cling to these little ones.

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What will win the day will be the belief in our disinterested care for the good of the child. If, as is usually the case, there are papers of admission to be made out and any kind of red tape to be untangled, it will be wise to attend to this for the parents if they are willing, since any such formalities are often lions in the way to people not accustomed to them, whether ignorant people or not.

By speaking as I have about persuading parents to send their handicapped children to special schools, I do not mean to imply that that is always advisable. Sometimes a special teacher at home will be more advantageous. Sometimes the child will benefit more by being thrown among normal children as much as possible. But just as it is of great advantage to any child to be thrown among his equals, so it is for the handicapped child; and the special school affords him that "fair field and no favor" which every spirit craves, and the deprivation of which is sometimes the greatest sting and injury that is entailed by the deafness, blindness, lameness or whatever handicap.

Probably instances of the virtual annulment of limitations prescribed by some bodily defect have come to the notice of us all. Happy you, if you have had a share in making such annulling possible!

But since, even at the best, even when there is

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every chance for emancipating the spirit, these children do suffer pain and deprivation, should not the greatest effort be made to prevent children from being thus handicapped?

How pitiful, how terribly pitiful, to know that the feeble-mindedness of a child has been caused by wrong feeding; that this child's deafness is owing to a blow from his passionate yet affectionate mother, who ought to have known, yet did not, the possible result! How pitiful, again, to know that that child's blindness could have been prevented by simple cleanliness, the careful washing of the new born baby's eyes! Indeed, a great portion of our handicapped children might have escaped their unfortunate condition if their parents had only known what parents ought to know.

And now suppose we have a handicapped child to deal with, at home, in kindergarten, in school, in any relation whatever—what shall we do? The answer shines out clear and plain from many victorious lives. In all our general treatment of the child, we should ignore the handicap. Treat the child as if the handicap were not.

Do you know that if a baby who is even totally, hopelessly deaf is talked to all through its babyhood as if it could hear, and this treatment is continued, the child will grow up not only understanding spoken language, but speaking, also?

Do you know that in the schools for the blind

the pupils have taught their teachers to adapt their teaching, and especially the appliances, less and less? When the kindergarten was first introduced at the Perkins Institution for the Blind, at South Boston, Mass., the same blunder was made repeatedly, only to find that most of the adaptation was unnecessary. The root of the blunder was that we kept the handicap of these children foremost in our thoughts instead of in the background.

With feeble-minded children, too, whatever awakening and improvement is possible is achieved always by working in this way; that is, by ignoring the handicap and addressing, as if it were awake, the intelligence which you hope to awaken.

After all, is not this the method which we see successfully practiced every day by the mother with her baby? She talks to him as if he understood, long before he can understand; and shortly he understands. She treats him as if he could walk before he has taken a step; and behold! her faith and hope work the wonder, and he does walk.

Set no limitations, therefore, for the handicapped little ones, but let faith and courage incite endeavor and be its constant support. With the wonderful examples which the world has seen of handicaps overcome, we ought to be more chary of saying that anything is impossible. Who would not have said that it would be impossible for a blind

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man to observe bees to any purpose? Yet Huber is a prominent authority on this subject, supposedly impossible as a study for a blind man. What more patent barrier to the work of an artist than to lack the very hands for wielding the brush? Yet we have the armless painter. To be paralyzed from below the waist and only able to go about as much as a wheeled chair allows would seem to condemn a solitary woman to narrow limits. Yet such a person has gone to Europe, making the journey without friend or maid, and is pursuing her chosen studies there as independently and indefatigably as if there existed no apparently impossible barrier against it.

The truest love and the truest pity is that which looks *through* the imperfect and marred body and sees ever the power of the spirit to transcend the physical handicap and makes constant appeal to that power. The disregarding attitude toward the trouble as a handicap or limitation is quite compatible with the tenderest consideration for the child and his comfort. The great point is that in our association with such children we should keep clear in our own minds the fact that the handicap's power is limited while the power of the human spirit, by virtue of its divine element, is illimitable.

Emilie Poulsson

Elementary education is nothing else but a supreme return to the truest and simplest form of educational art, the education of the home.

Pestalozzi.

Child Study *as*
Synthesis: *A Talk*
BY KATE GANNETT WELLS

Child Study *as* Synthesis: *A Talk* BY KATE GANNETT WELLS

Mrs. Kate Gannett Wells, a descendant of Mary Chilton of the "Mayflower" and of President Ezra Stiles of Yale University, is the daughter and sister of Unitarian clergymen. Born in England during the temporary residence of her father, Ezra Stiles Gannett, she was educated in Boston, where she still lives. Mrs. Wells is prominent in her own home as a member of the State Board of Education and a writer on normal methods and school ethics. For over two score years she has been zealous in humanitarian labors. Her stories, *In the Clearings*, *Miss Curtis* and *Two Modern Women* share public attention with a volume of essays, *About People*.

Child study has become such an organized "fad" that observation of *the* child, the type, is hindering recognition of this, that and the other child, for *a* child may be very different from *the* child. This calm acceptance of the "era of the child" has already resulted in a woful submission on the part of parents and teachers to *the* child and in a still more grievous assertion on the child's part of his importance to the universe. Even the exaggerated kindergarten phraseology that first infected natural speech now yields precedence to the language of child study with its

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analyses and its heraldic motto, "Do justice to the nature of a child," until nursery discipline and mother's love are being dominated by the pedagogic command, "Observe! Observe!"

Though possibly Froebel might rejoice in this modern outgrowth of his sentiment, it is doubtful whether the sturdier intellects of Comenius and Pestalozzi would not revolt against the emasculated logic of what is often called child study, but which does not represent its large, persistent, real worth. Child study is truly a most important course in the training of teachers and of parents, even if to the latter it is a home-taught science. Finding its source in natural affection it yet best expresses itself in verified formulas which train the student in knowledge of the child, somewhat as art, though going back to nature for authority, yet announces her message to the world in prescribed values of decoration, composition and harmony.

The only trouble in child study lies in its being pursued chiefly by the deductive process. Observations are heaped upon observations and then classified under various headings, that testify to the industry of the observer more than to his intelligent separation of comparatively worthless from valuable data. It is all analysis, because, says the observer, the time has not come for synthesis, forgetting, in his mania for collecting, that each child must be taken as a whole, its

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nationality, heredity and environment contributing to its personality.

A playground is a far better place than a school-room in which to study the unadulterated child and to pursue the synthetic method of child study. There nationalities count first, else the Polish Jew would not twit the Italian with the nickname of "Banana," who retorts to this verbal missile with a vigorous blow, vindicating the justice of his action by quoting the Jew's own refrain, "An eye for an eye and a tooth for a tooth." The very ways of petty theft indicate nationality. Though an unrelenting, personal dignity on the part of teachers may have a restraining effect upon the children of Moses, the power of a smile holds the Italian in check ; but it takes both smile and dignity to control the colored children, who yet, when obedient, surpass their playmates in desire to help their officers. In a playground also, the Irish Catholic seems more liberal than the Israelitish ritualist, at least as far as games and food are concerned, while Jewish, Irish, Italian and colored children partake alike of that pathetic meekness, through which the constantly new baby is tended by its sister, but little older than itself. "It never does to lose one's temper in a playground," as the superintendent of one of them said, "since there is no time to find it again."

The American child, however, must be studied

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in the home of his self-sacrificing parents or else in the conventional school-room, where all children are soon absorbed into the conglomerate mass of *the* child, who, so far, has been principally studied in homes and schools of the so-called middle and upper classes. Therefore the type has been comparatively constant and has enabled a philanthropic mother to transfer her observations from her cultured home to the "mothers' club" of a "settlement house," whose women may admire her way of putting things but will condemn her methods as not suited to them.

Their criticisms on her categories of child thought well indicate the manifold variations of children from the type child. Take the subject of punishment for example. The type child must not be whipped; the exceptional child may be, to the great advantage of all concerned. Hence it is in just such variations from the actual or the ideal type that is found the need for child study, lest parents and teachers neither rejoice nor grieve unduly.

The amount of divergence from the supposed type is now often recorded by statistically inclined parents in specially prepared scrap-books. Very carefully is such work done after the birth of the first child, carelessness usually increasing according to the frequency of subsequent births. Such records, useful as family tools in the bringing up of children, also become accumulated data for

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general service in the training of the races. Let no mother forego the keeping of them. They will help her if her children live, and if death takes them from her care the records of what they did and were will solace her loneliness. Still there is no more dreary reading than the diary of an analytic psychologist or child-studying parent, who makes a diagram of her first child's first smile and estimates the growth of its tactile powers. But in time there comes the joyful record of her child's first intelligent command, of his early ideas about God, prayer, conscience, all of which are intensely interesting, especially to the child himself in later adult life. Then, as other children are born into the same family, such records become of large value in showing how far the forces of environment and heredity can be controlled by education, for personal interest in family data, when extended into a comprehensive plan of child study, may become useful to everyone for the sake of every one.

Why the same method of guidance that succeeds with one child fails with another is a matter for study. The old fashioned, devout mother ascribed results to Providence; the modern mother is in search of a formula to help the race; the natural mother believes that in the intuitions of love is found the fulfilment of law, the victory over evil heredity and untoward circumstance, and guides her acts towards her children

by her wise sympathies with them. She studies them to regulate herself by them quite as much as to rule them, and is more conscious of her mistakes than of theirs; child study becomes heightened by her diagnosis into a self-conscious study of her capacity for motherhood and her records aid her discrimination.

The teacher, however, cannot wait on time and circumstance to the same degree as the mother, and thus his results of child study inevitably fall into groups. If his analyses are larger they yet may mislead as to the individual child. Notwithstanding, it is with the modifications of the type child, from whatever cause, that child study must concern itself, balancing one factor against another, until the result is a *synthetic* study of a child, rather than an *analytic* study of *the* child. It is only by synthesis that we learn not to despair of progress, individual or national. "On the whole," a current Americanism—the phrase of that synthetic state of mind by which we mean that, all things considered, we decide so and so—has a significance which needs now to be placed upon child study, to correct its over analysis. Let each mother do this in a large way, not by daily records or prescribed formulas alone, but by now-and-then retrospects of the growth of her children. Such long reviews would not interfere with her jotting down of special incidents and remarks and would enable her to see each

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child as a whole and to make comparisons by wholes.

It is in this way that the "remarks" of a teacher appended to her lists of averages concerning her pupils are of more value than all her recorded, analytic percentages, for the "remarks" are her syntheses concerning the children. On the same principle positions are awarded teachers for their "personal fitness," which is the equivalent of a synthetic estimate of their ability.

Child study thus pursued becomes a most helpful feature in the adaptation of parents and teachers to children, save that if it is left solely to women it will soon have the one-sided value of the kindergarten. The more subtle the personality of both parent and teacher, the less will the child know it is being observed and the less will it be disposed to attribute its discipline to the results of a "mothers' meeting." Only by child study can the noblest fruition of parenthood and education be achieved, love rather than formula being its inspiration.

Mare Gannett Wells.

*We cannot educate our grandmother, we say ;
but there are grandmothers whom we can educate.*

*The children of today are the grandmothers of
the future ; we can educate them.*

Alice Wellington Rollins.

IDEALS OF CHILD
CULTURE: *A Talk by*
CHARLOTTE PERKINS GILMAN

IDEALS OF CHILD CULTURE: *A Talk by* CHARLOTTE PERKINS GILMAN

Mrs. Charlotte Perkins Gilman is a New England woman, the great granddaughter of Lyman Beecher, the grand niece of Harriet Beecher Stowe and of Henry Ward Beecher. While in her twenties, Mrs. Gilman went to California, where she pursued her work for woman, for labor, and for "reform" generally by lecturing and through her paper called *The Impress*. In 1898 she published two important books—a volume of poems, *In This Our World* and a book on *Women and Economics*, which attracted much attention. Her poem, *Similar Cases*, a satirical allegory, has been widely quoted. For a time Mrs. Gilman was a resident of Hull House, a social settlement in Chicago. She has lectured extensively in this country and Great Britain; and during the last few years her papers urging equality of the sexes and various reforms have frequently appeared in the leading magazines. She recently published a notable book *Concerning Children*.

Are you a mother who is willing to learn something more of humaniculture? Have you the deep wide human interest in the young member of society now so absolutely in your hands, but none the less a representative of a new step, a farther step in the progress of the race? Of course, you love him as your own; but remember, every female animal does that as well as you. Passionate, self-sacrificing, instinctive love is com-

mon to all motherhood. Human motherhood needs something more. Human motherhood needs wisdom—knowledge and wisdom. These do not come by instinct. With the lower animals all that is needed is to rear the young creature in health and safety and teach him to take care of himself; and, bear or fox or deer or donkey, the mother can do her duty alone and does it. To establish a human creature successfully involves far more than this. Even in the primary conditions of health and safety, the mother can do little alone; and in the extending processes of education she has a task as much larger and more complex than that of earlier mothers as society is larger and more complex than a herd of deer.

The main use and purpose of an animal is to take care of himself and improve his race by direct transmission. The main use and purpose of a human creature is to take care of other people and improve his race through all the numberless avenues of social conditions. Child study is the study of the young of the human species with a view to the improvement of that species. We have striven long and valiantly with all the engines of church and state to make people better. Now we are beginning to study how to make better people. Improvement through heredity must be taught to the young men and maidens; we cannot improve the heredity of the child after it is born. Child study is to show us

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how to improve the race as we have it. Improvement through conditions is being urged all along the lines of social progress—parks, play grounds, baths, libraries, better schools, better streets, better cities—all this is at present mainly in the fathers' hands. Mothers do not yet care enough for children to do their duty by them as citizens ; but they do care enough, some of them, to take up child study.

We have in the child an undeveloped creature full of latent traits and abilities, the ultimate manifestation of which will make or mar his happiness in great degree. It is the business of the educator so to adjust the surrounding conditions of the child and his direct training as to bring out the best balance of faculties with the least expense of nervous capital to the child. To do this we must know what a child is and how it works, how to produce the desired changes in character without accompanying injury. We have the adult human creature before us to study, his faults and his virtues. We wish to learn how to develop in successive generations of children the group of qualities most valuable to humanity, always restricted by the limitations of personal character in each child. For instance, courage is a most valuable human characteristic. We wish to develop courage in all children ; but if one particular George or Georgiana is markedly deficient in courage and especially strong in patience or cour-

tesy, we do not wish to lower the average by too much insistence on one faculty. There are very useful people in the world who are painfully lacking in some desirable traits; and while, on the one hand, we wish to call out all the good qualities possible, on the other we do not wish to sacrifice a good pear tree in the effort to make it bear oranges.

Practical psychology is the main lack in our treatment of children. We lack it quite sufficiently in our treatment of each other as adults, but it is a sucking vacuum in our crude efforts at child culture. The basic lines of the work before us are something like these: here is a young human; constitution and character partly predictable from our knowledge of one or two preceding generations, but mainly to be discovered. Our purpose is to make this the best possible specimen of its kind with the least possible loss and waste. The method is: (*a*) By observation of its nature and conduct under ordinary conditions and by careful continuous record of the same; (*b*) by application of special conditions, on lines suggested by natural conduct, to see if response bears out our previous observation; (*c*) by continued application of those conditions which elicit the conduct we consider desirable.

The child's character is manifested in his behavior. We must study behavior to discover character. Character is modified by the reaction

of behavior to a considerable extent, but far more by conscious choice and volition. So far the main line of treatment in child culture has been to enforce certain behavior by any means at hand, hoping perhaps for a resultant modification of character. Right here is our principal error. We have ignored the inner nature of the live thing in our hands and sought only to "make it behave." The proper behavior of the child, while a child, has been our main desideratum regardless of the unseen effects on character, and so on the ultimate behavior of the adult. Childhood is but a transient period: what we are rearing are not children but adults; we are making people. What we want in the grown person is such and such a character; what we want in the child is the orderly development of that character; and this development is to be produced by practice, not by the arbitrary doing of certain specified things, but by the right method of doing anything whatever. For instance, if a child is slowly developing judgment by repeated exercise of that faculty, even through a number of foolish mistakes, that is far better education than if he were coerced into doing the right thing without effort of his own and so developed no judgment whatever.

Certain qualities we must have in all civilized society, we must seek to develop in all children. Self-restraint is one of them, and another is its accompanying self-direction. We all try to incul-

cate self-restraint by various crude means ; but few indeed carefully practice a child in self-direction. Now you might develop a Spartan stoic in self-restraint who would be of no earthly use, for lack of proper initiative. Love of one another is one of the prominent requisites for advanced human beings. We talk about this at church but take almost no means to develop it in children. The family affections they come into naturally and are trained in religiously ; but they have no proportionate training in that love for all the world which is given us as the second commandment, "like unto " the love of God, and which is not only the distinguishing precept of our religion but the keystone of civilization.

Of all human faculties the most distinctive, most desirable, most generally present and most conspicuously neglected in child culture is reason. Even love is of small use from a fool or to a fool. The greatest thing love could do to a fool would be to give him his reason. The power to think, to judge, to decide, to connect and relate—this is the human faculty. All children not idiotic have it. All grown persons show more or less trace of it. But most of our natural faculty of reasoning is lost by disuse and abuse in childhood. If children were not encouraged to talk, were ridiculed and punished for talking, and were surrounded with gibberish instead of conversation, we should not find much development in language.

The lack of reason in the surroundings of children, the utter unreason of much of their treatment, and the persistent discouragement of their attempts to be reasonable are quite sufficient to account for Carlyle's gloomy generalization.

To return to practical psychology. Action is transmitted energy. In low stages of organic development the creature acts under direct impression, that is, he promptly reacts. In the development of higher brain faculties there is found a longer and more perfect retention of impressions, a greatly increased number of these impressions, and an increased power to correlate them and act from their stored energy. A highly organized brain remembers many things long and accurately, puts two and two together, or even ten and ten, and acts from the balanced force of long-held numbers instead of the immediate stimulus of one. This is what distinguishes men from beasts and the wise from the foolish. If we wish to produce a man or a woman capable of a rational action, we need to train the child in habits of rational action. "Action" here refers not to the deed done but to the way the child works; as in the action of a horse or a machine. Not "Does the child do such and such things?" or "Does he obey promptly?" but "Does he act rationally?" and "Does he show increasing ability to act rationally?" If he does not, the next questions are: "Is the child lacking in intellect?" and "What is the

matter with his education ? ” It is proven by carefully recorded efforts that even idiots may be trained so as to increase their rational power ; and if idiots can be so trained why not children of sense ? Careful study of the child shows that he is rational, but that the condition of childhood means that impressions are generally slight and transient as well as necessarily limited ; in other words, that he “ forgets ” easily and does not know much.

The latest power of human development is naturally the slowest to appear in the child, the power of governing his own acts from his own reason. Therefore, we should present to the baby brain a carefully graduated series of impressions, such as are clear, definite, in their natural order, easy to remember and connect. The trained eye carefully observing his progress will soon see what are his natural faculties, in what order they develop, and which need special help.

Most important is that highest power of judicious action from his own decision. Every time the young experimenter in living is seen to observe accurately, judge wisely, and act accordingly, he is practicing that series of coördinate nerve processes which go to build up the strong, wise, reliable man. If the child’s mind is full of a hotchpotch of disproportionate and false ideas, there is something terribly wrong in his environment. In concrete instance, see the baby learning life of a nursemaid, where we find not only

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all manners of ignorance and negative error, but often positive terrorizing. An irregular and confused memory in a child indicates that those immeasurably important first impressions must have come too thick and fast or not in their natural order. If the child shows inability to act even up to his own standard and knowledge, he has not been trained in self-governing activities.

Not only child study but man and woman study shows this condition as almost universal. The most conspicuous lack in human nature is this power to govern our own action even up to the level of our own standards; more than any other training we need to be trained in this—not to do as others do or as we are told, but as we ourselves see to be right.

Our children have been treated so far with the lingering rudiments of humanity's oldest methods; methods of government and methods of education which adult civilization has outgrown by thousands of years. It is true that the child passes through the previous stages of our long existence, but not true that he should be treated after their methods. As a man he will represent the stage beyond us, and he needs our very highest to fit him to go higher still.

Charlotte Perkins Gilman.

Representative Views

SUPPLEMENTARY THOUGHTS
ON CHILD STUDY *BY* NOTABLE
TEACHERS *AND* WRITERS

Representative Views

G. Stanley Hall.

"One of the oldest objections to child study, now very rarely heard, is that it is liable to interfere in some way with the naïveté of children, and to make them self-conscious. A few years ago I heard a prominent professor declare, with great emphasis, before an audience of applauding Boston schoolmasters, that, as for his own children, they should never be mentally vivisected; that they should be loved, not studied, etc. Love and study in this field, as in that of natural science, instead of interfering with, strengthen each other. Not only are we better parents and teachers for both knowing and doing this work, but those who fail to utilize it are neglecting some of the most urgent new duties of a new age."

"Among the more incidental advantages of the study of children is the new bond which it often establishes between the home and the school. The teacher who no longer regards his pupils as marionettes, to be treated as groups or classes, but as free units, with a bond of sympathy between each of their hearts and his own, desires to know at least something of the home life of each child, and to come to an understanding with parents. Hence many very different organizations have arisen, from Superintendent Dutton's educational

club in Brookline, Mass., to the circles of mothers who meet the teachers weekly after school at Detroit, Mich."

"Another advantage of interest in child study is that it helps to break down to some extent the partitions between grades of work, so that the kindergarten and university professor can coöperate in the same task. Best of all, perhaps, it tends to make family life with plenty of children in it more interesting and desirable. Indeed, it is a part of a great culture movement, marked by a new love of the naïve, the spontaneous, and the unsophisticated; by a desire to get at what is primitive and original in human nature as it comes fresh from its primal sources. A prevalent theory in art insists that the greatest defect of all art products is a sign of conscious design, and that the acme of æsthetic enjoyment is reached when it is realized that the poem or picture is a product of unconscious creative force, more or less irresistible, and, as with the greatest geniuses, with no thought of effect. Just so in childhood we are coming again to realize that in its fresh thoughts, feelings, and impulses we have an oracle which declares that the world and human nature are sound to the core."



Edward Howard Griggs.

"It is in relation to this practical work of education that our effort to study children gets its

human value. There are always two points of view possible with reference to life. From the standpoint of nature and science, individuals count for little. Nature can waste a thousand acorns to raise one oak ; hundreds of children may be sacrificed that a truth may be seen. But from the ethical and human point of view the meaning of all life is in each individual. That one child should be lost is a kind of ruin to the universe.

“It is this second point of view which every parent and every teacher must take ; and the great practical value of our new study of children is that it brings us into personal relation with the child world, and so aids in that subtle touch of life upon life which is the very heart of education.”



Susan Blow.

“By many persons Froebel is supposed to be the avowed champion of two very popular, very plausible, but very dangerous educational heresies, against which his whole system is a protest. One of these heresies has been called sugar-plum education ; the other has been fitly baptized flower-pot education. Sugar-plum education in its moral aspect means coaxing, cajolery, and bribery ; in its intellectual aspect it is the parent of that specious and misleading maxim that the chief aim of the educator is to interest the child. Like the theory which wrecks happiness by making it the aim of life, the effort to win interest results in

methods which kill interest. The end of life is not happiness, but goodness ; the aim of education is not to interest the child, but to incite and guide his self-activity. Seeking goodness we win happiness ; inciting self-activity we quicken interest. Now for the flower-pot. Flower-pot education means the effort to make the child wise and good through the influence of an artificially perfect environment. You will take your tender plant out of the common ground and away from the common air and keep it safe by setting it in a sunny window of your own room. The struggle for life may mean something for other plants, but you will improve on the divine method in rearing your choice rose. Two false assumptions are latent in your procedure : first, the assumption that character may be formed without effort ; and second, the assumption that evil is only outside your child, and not at all in him.

“ But flower-pot and sugar-plum education are attacks upon freedom. The former holds that the child may be molded by environment, the latter that his blind impulses may be played upon by the educator. Froebel holds that he is a free being, and therefore must be a self-making being. Hence, while sugar-plum education appeals to the activity of the educator, the flower-pot education to the activity of environment, Froebel appeals first, last, and always to the self-activity of the child.”

Mrs. S. M. I. Henry.

“In religious matters we shall save ourselves a great deal of trouble if we remember that the child is at first all physical, as the lily is all bulb. He holds within him the germ of all that is to be of him; but it must be permitted to follow its own law of development, or it will be ruined. After a while he begins to manifest the signs of mental growth; but the spiritual nature is of much later awakening—first the bud, then the bloom. It is of no use at all to expect the bulb to be the blossom, or the body to be or act like the soul; and if you treat it as if it were, you lose all. It is of the earth, earthy; it can live only on material things, as the bulb lives in and from the soil. The stalk and the leaf also are not the blossom, but necessary to it. God knows its appointed time, and if He can have His way with you and your child, He will bring forth, by-and-by, its perfect beauty and crown. The bulb dies that the lily may come to perfection. So with man—first that which is earthy; then, by slower growth, through life and death to newer life, that which is spiritual.”



Jacob Abbott.

“There is a certain sense in which we should feel a sympathy with children in the wrong that they do. It would seem paradoxical to say that in any sense there should be sympathy with sin,

and yet there is a sense in which this is true, though perhaps, strictly speaking, it is sympathy with the trial and temptation which led to the sin rather than with the act of transgression itself. In whatever light a nice metaphysical analysis would lead us to regard it, it is certain that the most successful efforts that have been made by philanthropists for reaching the hearts and reforming the conduct of criminals and malefactors have been prompted by a feeling of compassion for them, not merely for the sorrows and sufferings which they have brought upon themselves by their wrong-doing, but for the mental conflicts which they endured, the fierce impulses of appetite and passion, more or less connected with and dependent upon the material condition of the bodily organs, under the onset of which their feeble moral sense, never really brought into a condition of health and vigor, was overborne. These merciful views of the diseased condition and action of the soul in the commission of crime are not only in themselves right views for man to take of the crimes and sins of his fellow-man, but they lie at the foundation of all effort that can afford any serious hope of promoting reformation.

“ This principle is eminently true in its application to children. They need the influence of a kind and considerate sympathy when they have done wrong, more, perhaps, than at any other time ; and the effects of the proper manifestation

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of this sympathy on the part of the mother will, perhaps, be greater and more salutary in this case than in any other. Of course, the sympathy must be of the right kind, and must be expressed in the right way, so as not to allow the tenderness or compassion for the wrong-doer to be mistaken for approval or justification of the wrong."



Florence Hull Winterburn

"A very unpleasing trait in a child and one that occasions frequent reprimands is a habit of self-excuse. Some children are so ready and fertile in reply that it becomes almost impossible to convict them of error. They have to be 'pinned down,' as it were, and even then show a surprising ingenuity in making explanations, which, without being precisely untrue, are a turning of points in their own favor. When a child shows this disposition the right plan is not to blame him directly, but manage so that when he is in the wrong circumstances will convict him. The logic of facts is incontrovertible, and arouses no feeling of animosity toward persons. It is also desirable to refrain from that common temptation, 'driving a fault home.' Children do not like the valley of humiliation any better than we do ourselves, and do not derive any benefit to their character from being forced into it. A look, half-smiling, half-accusing, is efficacious; but words arouse the defensive instinct and lead to excuses."

Stimulative Questions



he questions which follow bear upon the topics of the course as presented in the hand-book. They aim to stimulate further research as well as to test the amount of information gained. Full and thoughtful answers (written out if possible) will greatly assist in changing transitory impressions into permanent ones, and will make a fixed point of departure for further study.

STIMULATIVE QUESTIONS

1. What is meant by the "point of contact at the plane of experience?"
2. How do negative methods of training react upon the character of the child?
3. What relationship frequently exists between undeveloped sense-impression and intellectual or moral dulness?
4. Is a bad habit more easily displaced by suppressing it directly or by building up other habits of an opposite tendency, thus accomplishing the change indirectly?
5. What effect have children's plays upon their character?
6. What of the mental and moral effects of physical culture?
7. Can self-activity be perfect as long as it is in any degree dependent upon environment?
8. Which should be educated first, the child's intellect or emotions?
9. Is there any real antagonism between politeness and sincerity?
10. Does the reward system exert a beneficial or a degrading influence upon the character of the child?
11. Would abundant sympathy tend to destroy or to promote self-consciousness in a sensitive child?
12. What would you do to awaken a child's conscience when there seems to be no realization of wrong, his only desire being to keep from detection or punishment?

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13. How far should the same methods be applied to Sunday school as to day school methods?

14. In arranging school programs should reasoning lessons or memory lessons come first?

15. Which comes first educationally, the root or the flower? A knowledge of how the world was made or of what the world is?

16. Why should children of six years not generally be put into the same class with children of ten?

17. When is a teacher misled by a child's attitude of delight or interest?

18. Which is the natural condition of the young child, belief or skepticism?

19. Is it possible to secure a child's coöperation, yet at the same time retain authority over him?

20. Why do some children have good physical and intellectual control and yet lack prudence? May this condition be attributed to poor health, impulse, inability to realize ideals, or home or school government?

21. Do children's savings-banks tend to develop instincts of miserliness or of ultimate generosity?

22. Does the cultivation of the esthetic instinct exert a beneficial effect upon the morals of children?

23. Do modern educational methods which tend to smooth the way for children promote the most robust development of their powers?

24. Is antagonism essential to achievement? How would you apply this point in child development?

25. What place has symbolism in the education of the child?

26. Why are optimism and enthusiasm such potent factors in child development?

Topics *for* Special Papers *and for* Open Discussion

1. Which is the stronger factor in child development, heredity or environment? Can one counteract the other?

2. What evidence is there, if any, that literature beyond the child's plane of experience is beneficial?

3. Is it advisable to teach the Santa Claus myth to children?

4. How far would you eliminate the cruel and repulsive from children's literature?

5. The border line between imagination and untruth. How should it be treated?

6. Are fairy tales beneficial or harmful to the mental and moral development of childhood?

7. How may the best mind expansion be gained with the least disturbance of the physical equilibrium?

8. How far has mere memorizing a part in mental development?

9. The sense of humor in children.

10. Character building.

11. Indications of genius.

12. The children of the poor.

13. The child's Sunday.

14. Vacation study.

15. The subconscious self.

16. Children's reading.

17. The home church.

18. Practical methods of overcoming fear, contradictoriness and disrespect.

SUPPLEMENTARY BOOKS

Recommended for this course by

MARGARET E. SANGSTER

Gentle Measures in the Management and Training of the Young. By Jacob Abbott.

Although this book is thirty years old it still remains one of the best popular books ever written on the subject of personal child training in the home. Its keynote may be said to be *authority*, and the general strain is that of the maintenance of parental authority by measures which are calming and quieting, or pleasantly exciting, rather than by those which inflame and irritate, or are painfully exciting. It is sound in principle, thoroughly interesting, as well as informing and stimulating.

From the Child's Standpoint. By Florence Hull Winterburn.

Here is good sense, strongly put. "A series of little studies or sketches, woven together by a slight thread, in which I have tried to relate, as the child's spokesman, some of his ideas, feelings and needs."

A Study of a Child. By Louise E. Hogan.

A mother's unclassified record or diary of the first eight years of her child's life. Parts of it show, quite unconsciously to herself, what a discerning mother the author was. She understood principles, had the character to stand by them, and learned from her own mistakes.

THE BOOKLOVERS READING CLUB

Child Culture in the Home. By Martha B. Mosher.

Essays on the home training of children; characterized by common sense and unusual discernment. The subjects of heredity and environment are well handled.

Studies in Home and Child Life. By Mrs. S. M. I. Henry.

Readable essays, or discussions on topics appropriate to the title. Strongly religious in impulse, with frequent reference to Scripture as authority and as illustration.

GENERAL REFERENCE LIST.

Children's Rights. By Kate Douglas Wiggin and Nora A. Smith.

A number of essays on various topics suggested by the title. Three of them are by Nora A. Smith. These sisters are, as is well known, accomplished kindergartners and both write incisively. A good book for those whose attention has never been especially called to the fact that the child has rights and suffers wrongs at the hands of those who love him.

Love and Law in Child Training. By Emilie Poulsson.

Parents who claim to love their children do not always know how to subject themselves to law in order that they may rightly lay down law to their children. This book is intended to help mothers in

this predicament. The chapters on the Santa Claus question handle this troublesome problem with a degree of philosophical understanding and sanity savoring of finality.

Two Children of the Foothills. By Elizabeth Harrison.

It may fairly be said that this book is without a parallel in educational literature. The circumstances out of which it grew are unique. An expert kindergarten with a companion spending a year in the foothills of California, having occasional oversight of two children who knew nothing of social life, made a complete demonstration of the fundamental truths in Froebel's *Mother Play*. The tact, delicacy, discrimination, insight, balance and fidelity to the principle of unhindered self-activity, resulted in an unmistakable endorsement of the principles of the Froebelian system. Some knowledge of the *Mother Play* will help to a better understanding of this book which, although a true record, reads with the fascination of romance.

Letters to a Mother. By Susan E. Blow.

The exposition of some fundamental principles of Froebel's *Mother Play* written in the form of letters addressed to a mother, by the greatest living exponent of the kindergarten and the Froebelian system of educational philosophy and practice. Although these chapters are in epistolary form they are from the philosophical point of view profound and fundamental, and from the literary point of view brilliant, eloquent and inspiring. Fascinating as they are

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they cannot be read without much thinking, and their full value can be appreciated only by one who has more or less acquaintance with Froebel's *Mother Play*.

Children's Ways. By James Sully.

A shorter and more popular treatment of the same general kind as the *Studies of Childhood* by the same author. Abstruse discussions have been cut out and technical language in large degree dropped. New matter, however, has been added, thus making it virtually a new work. It is full of illustrative incident drawn from many sources and is interesting to the degree of being entertaining, yet seriously instructive. The author is a distinguished English psychologist.

The Contents of Children's Minds. By G. Stanley Hall.

Results of experiments conducted by Dr. Hall on many Boston school children in order to arrive at some definite knowledge of children's conceptions of things which are matters of every-day commonplace to the average adult.

Hints on Child Training. By H. Clay Trumbull.

Child training and child study are so closely allied that consideration of the one more or less involves consideration of the other. This book is written from the trainer's point of view with rare insight, sound sense and practical wisdom. It consists of thirty chapters, brief, pointed, with abundant illustration.

A COURSE IN CHILD STUDY

Talks to Teachers on Psychology, and to Students on Some of Life's Ideals. By William James.

These lectures by one of the most eminent psychologists of our day have a high literary quality and are delightful reading.

Biography of a Baby. By Millicent W. Shinn.

A scientifically exact yet popularly written biography of a baby during its first year. Miss Shinn is the baby's aunt, but this does not bias her view. Scientifically, the story turns mainly on the study of muscle sense with sight, and muscle sense with touch, and then a re-combination of the two. The mouth and not the hand is the primitive touch organ. Miss Shinn's inferences are thoroughly independent and she makes many of them practical. Many a mother will read the book for its fascination as a story, even though she be unable to fathom its full significance. The literary style is strong, clear and fascinating, with a more or less constant twinkle of humor.

Concerning Children. By Charlotte Perkins Gilman.

Radical and vigorous in style. The discussion of the nurse-maid and the neighborhood oversight of children is suggestive. Especially noteworthy is the chapter on "The Respect Due to Youth."

A Mother's Ideals. By Andrea Hofer Proudfoot.

Mrs. Proudfoot is a mother who was for years a practical kindergartner. She, therefore, strongly

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advocates professional motherhood. She discusses marriage, the family and womanhood essentially from the point of view of the mother.

Bits of Talk About Home Matters. By Helen Hunt Jackson.

Worth reading through, but especially the three chapters on the "Inhumanities of Parents." The chapter on "Breaking the Will" is perhaps the most noted. Those on "The Awkward Age," "A Day with a Courteous Mother" and "Boys Not Allowed" are of great practical value as well as of high literary quality.

Mental Development of the Child. By W. Preyer.

Preyer was one of the earliest scientific students of the child. He makes imitation the first sure sign of the development of the will. Notwithstanding his scientific point of view, he believes that the observation of mental development in the earliest years naturally falls to a mother, and his book is written mainly with the object of initiating mothers into the complicated science of psychogenesis.

The Physical Nature of the Child. By Stuart H. Rowe.

While many other good books on child study include discussion of the child's physical nature, this book confines itself to it. The book revolves about the two basal facts that action is the first law of growth, and that individuals vary in their mental and physical capabilities. An untechnical treatise, valuable alike to parents, teachers and those in charge of orphanages and other charities for children.

A COURSE IN CHILD STUDY

The Study of Children. By Francis Warner.

Dr. Warner examined one hundred thousand English school children on a fixed plan. He advocates keeping the psychological methods distinct from the physical. In the physical study of brain action and bodily conditions we should describe simply what we see, and employ no terms implying results of consciousness and states of feeling. Popularly valuable, as teaching how to observe a child, what to look for, the points to look at, and what may be seen. Directions for observing and describing are explicit. Descriptions of types are given. The chapter on adolescence is important.

The Nervous System of the Child. By Francis Warner.

Especially noteworthy are the ten general characters of brain action. The book is largely hygienic in purport, from the indications of fatigue or brain defect all the way to the making of a bill of fare. The book is mainly for teachers, though not exclusively so.

The Development of the Child. By Nathan Oppenheim.

The keynote of this book may be said to be nutrition, in the large sense. The first two chapters are a valuable professional demonstration of the important fact that the child is not an "adult in small." It is an arraignment of those methods which force on the undeveloped organism the things which belong to adulthood, from the medical expert's point of view.

The Story of a Sand Pile. By G. Stanley Hall.

An exceedingly valuable little brochure by the leading American exponent of scientific child study. It gives an account of the way in which some boys at play in a large sand pile worked out life problems. Brimful of vital suggestion.

How John and I Brought up the Child. By Elizabeth Grinnell.

A very suggestive record of the training of a child to manhood. Written in a frank, racy, vivacious, winning way. It shows both the discrimination and the mistakes of parents, not through abstract discussions but in a concrete form.

Your Little Brother James. By Caroline H. Pemberton.

A story, founded on fact, of the rescue of a child from vicious surroundings. Written with rare artistic power, it demonstrates the insignificance of heredity in the formation of character.

The Story of a Child. By Pierre Loti.

Among all books of personal reminiscence of childhood this may be said to stand alone. Loti has the power of taking his original childish point of view in a very wonderful degree. This reminiscence carries him from his earliest recollections, about his third year, up to his fifteenth. It is often pathetic and always subtle and exquisite.

Twenty-Five Reading Courses

No. 1—PROBLEMS IN MODERN DEMOCRACY

Among the contributors to the handbook accompanying this course are ex-President Cleveland; Woodrow Wilson, Professor of Politics, Princeton University; Henry J. Ford, author of *Rise and Growth of American Politics*; and Henry D. Lloyd, author of *Newest England*. The books for the course are selected by Mr. Cleveland.

No. 2—MODERN MASTERS OF MUSIC

Among the contributors to the handbook accompanying this course are Reginald de Koven, Dr. W. S. B. Mathews, editor of *Music*; James G. Huneke, editor of *Musical Courier*; Henry E. Krehbiel, musical critic New York *Tribune*; and Gustave Kobbé, author of *Wagner's Life and Works*. The most attractive reading course ever offered to lovers of music.

No. 3—RAMBLINGS AMONG ART CENTRES

Among the contributors to the handbook accompanying this course are F. Hopkinson Smith, Dr. John C. Van Dyke, Dr. John La Farge, President of the Society of American Artists; Kenyon Cox and Dr. Russell Sturgis. The handbook is attractively illustrated. Mr. Smith and Dr. Van Dyke are responsible for selecting the books to be read.

No. 4—AMERICAN VACATIONS IN EUROPE

This course is the next best thing to going abroad oneself. Among the contributors to the handbook are Frank R. Stockton, Jeannette L. Gilder, editor of *The Critic*; Mrs. Schuyler Crowninshield and George Ade. The handbook has a fine portrait frontispiece.

No. 5—A STUDY OF SIX NEW ENGLAND CLASSICS

The books for this course are selected by Dr. Edward Everett Hale. Among the contributors to the handbook are Dr. Hale, Julian Hawthorne, Mrs. James T. Fields and Dr. Edward Waldo Emerson. Dr. Emerson is a son of Ralph Waldo Emerson. This is one of the most attractive courses in the entire series.

No. 6—SHAKESPEARE'S ENGLISH KINGS

The plays are selected for this course by H. Beerbohm Tree, the well-known English actor, and the books to be read in connection with the plays are selected by Sir Henry

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Irving. Among the other contributors to the handbook are Prof. Edward Dowden, acknowledged the greatest Shakespearean scholar of Great Britain, Dr. Hiram Corson, of Cornell University; Dr. William J. Rolfe and Dr. Hamilton W. Mabie. The handbook is very attractively illustrated.

No. 7—CHARLES DICKENS: HIS LIFE AND WORK

Among the contributors to the delightful handbook accompanying this course are George W. Cable, the well-known novelist; Irving Bacheller, author of *Eben Holden*; Andrew Lang, the distinguished English writer; Amelia E. Barr, the novelist; and James L. Hughes, author of *Dickens as an Educator*. The books to be read are selected by Mr. Cable and Mr. Bacheller. The handbook is beautifully illustrated.

No. 8—CHILD STUDY FOR MOTHERS AND TEACHERS

Among the contributors to the handbook accompanying this course are Margaret E. Sangster, Nora Archibald Smith, Anne Emilie Poulson, Charlotte Perkins Gilman, Lucy Wheelock and Kate Gannett Wells. Mrs. Sangster selects the books to be read.

No. 9—INDUSTRIAL QUESTIONS OF THE DAY

The following distinguished writers on economic problems contribute to the handbook accompanying this course: President Jacob Gould Schurman, of Cornell University; Jeremiah Whipple Jenks, Professor of Political Science, Cornell University; Richard Theodore Ely, Director of the School of Economics, Political Science and History, University of Wisconsin; Sidney Webb, Lecturer London School of Economics and Political Science, Member London County Council; and Carroll Davidson Wright, United States Commissioner of Labor.

No. 10—FLORENCE IN ART AND LITERATURE

Among the contributors to the handbook accompanying this course are William Dean Howells, Dr. Russell Sturgis, Frank Preston Stearns, author of *Midsummer of Italian Art, Life of Tintoretto*, etc.; Dr. William Henry Goodyear, Curator Fine Arts Museum of Brooklyn Institute; and Lewis Frederick Pilcher, Professor of Art, Vassar College. The handbook has some attractive illustrations.

No. 11—STUDIES OF EUROPEAN GOVERNMENTS

The books have been selected specially for this course by the Rt. Hon. James Bryce, of the English House of Commons, and the Hon. Andrew D. White, United States Ambassador to Ger-

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many. Among the other contributors to the handbook are Jesse Macy, Professor of Constitutional History and Political Science, Iowa College; and John William Burgess, Professor of Political Science and Constitutional Law, and Dean of the Faculty of Political Science, Columbia University.

No. 12—FAMOUS WOMEN OF THE RENAISSANCE

Among the contributors to the handbook accompanying this course are Col. Thomas Wentworth Higginson, Margaret Deland and Charlotte Brewster Jordan. The handbook has several very interesting illustrations.

No. 13—THE MODERN CITY AND ITS PROBLEMS

Among the contributors to the handbook accompanying this course are Dr. Frederic W. Speirs; Dr. Albert Shaw, editor of *The Review of Reviews*; Bird S. Coler, Comptroller of the City of New York, author of *Municipal Government*; and Charles J. Bonaparte, Chairman of the Executive Committee of the National Municipal League. The books are selected by Dr. Speirs.

No. 14—STUDIES IN APPLIED ELECTRICITY

This is without exception the most attractive and the most helpful reading course ever offered to students of electricity. Thomas A. Edison selects the books specially for these studies. Among the other contributors to the handbook are Dr. Edwin J. Houston, Dr. Elihu Thomson, Carl Hering, Ex-President of the American Institute of Electrical Engineers; and Arthur V. Abbott, Chief Engineer of the Chicago Telephone Company.

No. 15—FIVE WEEKS' STUDY OF ASTRONOMY

Among the contributors to the handbook accompanying this course are Charles A. Young, Professor of Astronomy, Princeton University; Sir Robert S. Ball, Professor of Astronomy, Cambridge University, and Director of Cambridge Observatory, England; Camille Flammarion, founder of the Astronomical Society of France, and author of *Marvels of the Heavens, Astronomy, etc.*; George C. Comstock, Director of Washburn Observatory, University of Wisconsin; and Harold Jacoby, Professor of Astronomy, Columbia University. The study programme includes contributions from the most famous astronomers of England and France.

No. 16—RECENT ENGLISH DRAMATISTS

Lovers of the best modern dramas will find much pleasure in these studies. Among the contributors to the handbook are Brander Matthews, Professor of Literature, Columbia University;

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Dr. William Winter, Dramatic Critic for the New York *Tribune*; Dr. Harry Thurston Peck, Editor of *The Bookman*; Louise Chandler Moulton; and Norman Hapgood, the well-known writer of dramatic criticism. The handbook has some interesting illustrations.

No. 17—STUDIES IN CURRENT RELIGIOUS THOUGHT

The books are chosen for the course by Dr. Lyman Abbott and Dr. Washington Gladden. Among the contributors to the handbook are Dr. Samuel D. McConnell, Rector of Holy Trinity Church, Brooklyn; President William DeWitt Hyde, of Bowdoin College; Dr. Amory H. Bradford, Editor of *The Outlook*; Dr. Henry Collin Minton, of San Francisco Theological Seminary, late Moderator of the Presbyterian General Assembly; Dr. H. W. Thomas, Pastor of the People's Church, Chicago; and Dr. Theodore T. Munger, Pastor of the United Congregational Church, New Haven. For clergymen and laymen who wish to stimulate the growth of a theology which is in harmony with the best thought of the time we recommend this handbook and this reading course.

No. 18—THE GREATER VICTORIAN POETS

The books are selected for this course by Thomas Bailey Aldrich. Among the other contributors to the handbook are Thomas R. Lounsbury, Professor of English, Yale University; Dr. T. M. Parrott, of Princeton University; and Marie Ada Molineux, author of *The Phrase Book of Browning*.

No. 19—OUT-OF-DOOR AMERICANS

Among the contributors to the handbook accompanying this course are John Burroughs, Ernest Seton-Thompson, President David Starr Jordan, of the Leland Stanford Junior University; Ernest Ingersoll and Hamlin Garland. Lovers of nature will find delight in the outlines and recommendations of this course.

No. 20—THE WORLD'S GREAT WOMAN NOVELISTS

Mrs. Humphry Ward, the well-known English novelist, is the first contributor to the handbook accompanying this course. The other contributors are Elizabeth Stuart Phelps Ward, Mary E. Wilkins, Agnes Repplier, Katherine Lee Bates, Professor of English, Wellesley College; and Oscar Fay Adams. The handbook contains some interesting illustrations.

No. 21—AMERICAN FOUNDATION HISTORY

Hon. Henry Cabot Lodge selects the books for this course. Among the other contributors are Albert Bushnell Hart, Professor of American History, Harvard University; John Bach

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McMaster, Professor of American History, University of Pennsylvania ; Reuben Gold Thwaites, Secretary of the State Historical Society of Wisconsin, author of *The Colonies* ; Paul Leicester Ford, author of *Janice Meredith* ; and Andrew Cunningham McLaughlin, Professor of American History, University of Michigan.

No. 22—STUDIES IN AMERICAN LITERARY LIFE

Professor Barrett Wendell and Professor Lewis E. Gates, of Harvard, and Dr. Horace E. Scudder, late editor of *The Atlantic Monthly*, contribute to the handbook accompanying this course. For a brief stimulative and instructive course in American literature nothing better could possibly be offered.

No. 23—STUDIES IN RECENT FRENCH FICTION

Alcée Fortier, Professor of Romance Languages, Tulane University of Louisiana, has chosen the books for this reading course. Among the contributors to the handbook are the three distinguished French writers, Edouard Rod, Ferdinand Brunetière and Paul Bourget, and the notable American critic, Dr. Benjamin W. Wells, author of *Modern French Literature* and *A Century of French Literature*.

No. 24—THE ENGLISH BIBLE : HOW WE GOT IT

The contributors to this course include President William R. Harper, of the University of Chicago ; John Franklin Genung, Professor of Rhetoric, Amherst College ; William Newton Clarke, Professor of Christian Theology, Colgate University ; and Richard G. Moulton, Professor of English Literature, University of Chicago. The handbook is a very interesting and instructive volume in itself.

No. 25—THE MECHANISM OF PRESENT DAY COMMERCE

In Preparation. The books are selected by the Hon. Lyman J. Gage, Secretary of the Treasury.

